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ABSTRACT

This two-hour, comprehensive examination in Latin for grades 6 through 9 is composed of three separate tests. Each tests language forms, translation of Latin into English, and translation of English into Latin. An optional translation passage is included. The first test, Alpha, is designed for the end of the first year of Latin in either grade 7 or 8; Beta, is meant for students completing the second year at the eighth or ninth grade level, covering material immediately prior to Caesar; and Gamma is written for students prepared to read Caesar. Specific suggestions for preparation for each test are furnished. Remarks to teachers on test administration precede the sample examinations. (RL)

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CURRICULUM SUGGESTIONS

FOR GRADES SIX THROUGH NINE:

LATIN

with sample examinations

NAIS

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS

FOUR LIBERTY SQUARE, BOSTON, MASSACHUSETTS

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NOTE: New editions of the *Curriculum Suggestions* are issued only when the supply is exhausted or there are changes to be made in the text.

Curriculum Suggestions for Grades Six Through Nine are available as follows:

	Member	*Non-member*
ENGLISH	$ .50	$ .65
LATIN	.50	.65
MATHEMATICS	.75	.90
MODERN LANGUAGES* (French, German, Russian, Spanish)	1.00	1.15

Examinations for the past two or three years are usually in stock.

*The modern language tests can be used in grades seven through twelve.

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
4 Liberty Square, Boston, Massachusetts 02109

SEPTEMBER 1969

General Information

The examinations offered by the National Association of Independent Schools are designed to serve as reliable tests of the general preparation, accomplishment, and ability of candidates seeking admission or promotion to the lower forms or classes of secondary schools. They are used often as final examinations. Examinations are provided in each of the following subjects—English, French, German, Latin, Mathematics, Russian, and Spanish. The schedule also includes the Junior Scholastic Aptitude Tests. As each school is at liberty to select from the different groups the papers which best meet the particular requirements of its curriculum, **neither the number nor the relative position of an examination can indicate conclusively the form or class for which it will be used by a given school. In each case the catalogue or admissions office of the school in question must be consulted.**

THE SERIES OF EXAMINATIONS

Except in the case of the language tests, the examinations are intended for consecutive years according to the sequence of their numbers. The most advanced examinations are in general adapted for use for admission to grade ten.

English. — **May:** English I, II, III, IV. English I is regularly used at the end of grade 6 for admission to grade 7.

French. — **May:** Elementary (for use in the elementary school through grade 7); Intermediate (for use through grade 9 and/or for entrance to second-year French in secondary school).

German. — **May:** Elementary (for use through grades 9 and 10 or for entrance to second-year German); Intermediate (for use through grades 10 and 11 or for entrance to third-year German). Tapes are available to accompany the German examinations.

Latin. — **May:** Latin Comprehensive.
Latin Comprehensive is divided into three levels and is suitable for candidates who have had one year of Latin, and for candidates who have had any further preparation up to *Caesar.*

Mathematics. — **May:** Four examinations: Mathematics I-II, a comprehensive examination for the end of grades 6, 7, and 8; Mathematics III Algebra, for one year of algebra; Mathematics IV Algebra, for one and a half to two years of algebra; Mathematics V Algebra, for at least two years of algebra.

Russian. — **May:** Russian I-II, an examination that tests the grammar of the first two years of a basic Russian course.

Spanish. — **May:** Level I (suitable for grades 7-10); Level II (suitable for grades 8-11). Tapes are available to accompany the Spanish examinations.

Junior Scholastic Aptitude Test. — This is a test, similar to the College Board's Scholastic Aptitude Test but suitable for use in the lower secondary grades. Schools have found it valuable as a tool for purposes of transfer from one school to another, for admission to the secondary school, for placement, and for promotion. The Test is constructed throughout of items validated by pretesting.

The sole distributor of the Junior Scholastic Aptitude Test is the Educational Records Bureau, 116 Maple Ave., Greenwich, Conn. 06830. Copies of the Test may be used at any time of year. To insure prompt delivery, orders should reach the Bureau at least two weeks before the date on which the Test is to be administered. (Price, including scoring and reporting: — one dollar for each pupil.) A descriptive leaflet may be obtained from the Educational Records Bureau.

Because the Test is strictly secret, no copies will be sent to parents or tutors. Schools which order the Junior Scholastic Aptitude Test agree thereby to observe the conditions under which the Test is distributed. These include the following points:

1. The name of the examiner who is to administer the Tests should be included with the order.
2. The examiner named should be personally and professionally responsible for the care of the Tests and should himself administer them to all pupils in strict accordance with the manual of instructions.
3. The examiner should fill out a form stating the conditions under which the Tests were given and noting any irregularities or unusual circumstances in the administration and should send it to the Educational Records Bureau.
4. Immediately after the Tests have been given, all Tests, used and unused, should be returned to the Educational Records Bureau by the examiner, preferably in the same wrappings in which they were received.

A maximum of *two hours* is allotted for each subject examination.

These examinations may not be given earlier than the announced dates except with special permission, but they may be given at any later date.

The Junior Scholastic Aptitude Test may be given at any time to suit a school's convenience.

The dates for 1970 will be May 18 and 19; for 1971, May 17 and 18; for 1972, May 15 and 16.

LATIN

The Comprehensive Examination, printed as a single booklet, is progressive in difficulty, one level overlapping the other level, and the several items of each level conforming to that teaching sequence which is most commonly followed. Specific instructions for the candidate, directions to supervisors of the examinations, and suggestions for the evaluation of the papers are included in the booklet.

Alpha is designed for the end of the *first year* of Latin in either Grade VII or Grade VIII. Emphasis is placed on the mastery of the declensions, the conjugation of the indicative mood of regular verbs and of *sum* and *possum*, the simple principles of agreement, and the commoner case relations. The present infinitive used as a complement and the affirmative present imperative active are also required at this level.

The Beta examination is designed for the end of the second year at the Eighth or Ninth Grade level where the course is planned so that the reading of Caesar will begin some months after school opens in the following September.

Gamma is designed for those students who are prepared to read Caesar in the following September.

The examinations have three parts: forms, translation of Latin into English, and translation of English into Latin. There is also an optional comprehension passage. The first part of the examinations consists of approximately one hundred five items, the first two-fifths of which correspond to the requirements for Alpha, the middle three-fifths corresponding to the requirements for Beta, and the last three-fifths to the requirements of Gamma. The second and third parts of the examinations have likewise been arranged in order of progressive difficulty. The second part of the examinations, the translation from Latin into English, will contain a few words not included in the Word List, in order to test the student's ability to make reasonable deductions from his knowledge of the Word List and of the context of the passage. The candidate at any one of the three levels may continue beyond the minimum number of questions set for a particular level, if he has the ability to do so. For the Latin Comprehensive papers, as for most NAIS examinations, the time limit is two hours. A sample examination is reprinted elsewhere in this booklet. A detailed syllabus of each level appears below.

The Word List to be used in connection with the requirements for the Latin examination was first published in October 1949. It consisted of 780 words, including 27 proper nouns and adjectives. The List was first revised in June, 1964; the present revision was made in June, 1969. Approximately half the Word List is designated for the Alpha level: these, together with about two hundred additional words, are included for the Beta level also; the entire List is required for the Gamma level. Copies of the *Latin Word List* may be ordered from the National Association of Independent Schools.

Latin Comprehensive—Alpha

In preparation for the Alpha level there should be thorough drill upon the following topics:

1. Declension of nouns and adjectives; of *is, hic, ille;* of the personal, relative and interrogative pronouns.

2. Cardinal numerals from *unus* to *decem* inclusive; ordinal numerals from *primus* to *decimus* inclusive. The declension of *unus, duo* and *tres.*

3. The principal parts of regular verbs of the four conjugations, including *-io* verbs of the third conjugation, and their conjugation in the indicative, the present infinitive active and passive, and the affirmative present imperative active; also the irregular verbs *sum* and *possum* in the indicative and present infinitive.

4. The following principles of syntax, their uses in the Latin sentence, and their application in translation from English to Latin:

   The common rules for agreement of nouns, pronouns, adjectives and verbs.

   The use of cases after the common prepositions.

   The following case constructions:

      Nominative as subject and the predicate nominative.

      Apposition.

      The Vocative.

      Genitive to denote possession and genitive of the whole (partitive), including *ex* + ablative after numerals.

      Dative of indirect object.

      Accusative of the direct object, of extent, subject to the objective infinitive, and the predicate accusative.

      Ablative of accompaniment, agent, manner, means, time when and within which.

   The rules for place to which, where, and from which, excluding names of towns and the use of the locative case.

   The indicative in simple statements and questions, in simple relative clauses, in temporal clauses introduced by *postquam* and *ubi,* and in *quod* causal clauses.

   The imperative in affirmative commands.

   The so-called complementary infinitive.

   The objective infinitive with *cogo, cupio, iubeo,* and *prohibeo.*

For the vocabulary expected in connection with the requirements for Alpha, see the general statement above regarding the *Latin Word List.*

Latin Comprehensive—Beta

In preparation for the Beta level there should be, in addition to the Alpha requirements, thorough drill upon the following topics:

1. Comparison of adjectives and formation and comparison of adverbs, including those in the Word List which have irregular comparison. The use of *quam* with the superlative degree.

2. Declension of comparatives and of participles, *ipse, idem, quidam,* adjectives with *-ius* in genitive singular; reflexive pronouns and adjectives; *milia.*

3. Conjugation (except for the subjunctive, the future imperative, the future passive infinitive, supines, gerund and gerundive) of regular verbs of the four conjugations, including *-io* verbs of the third conjugation, of deponent verbs, and of the irregular verbs *sum, possum, eo, fero.*

4. Case constructions:

   Genitive of description.

   Dative of possession, purpose and reference, and with adjectives and with special intransitive and compound verbs.

   Ablative of comparison, measure of difference, respect (specification), separation, cause, description, with *utor* and *potior,* and the ablative absolute.

   The rules for place with names of towns, islands, *domus* and *rus,* including the forms and use of the locative.

5. Verb constructions:

   The indicative with *ut.*

   The infinitive used as subject and in indirect statements.

   The future and future perfect indicative with *si* and *nisi.*

   The participle, including its use as the equivalent of a subordinate clause.

For the vocabulary expected in connection with the requirements for Beta, see the general statement above regarding the *Latin Word List.*

Latin Comprehensive—Gamma

In preparation for the Gamma level there should be, in addition to the Alpha and Beta requirements, thorough drill upon the following topics:

1. Conjugation complete (except for the future imperative, supines, and the future passive infinitive) of regular verbs of the four conjugations, including *-io* verbs of the third conjugation, of deponent verbs, and of the irregular verbs *sum, possum, volo, nolo, malo, eo, fero, fio,* and of the impersonal verbs *oportet* and *licet.*

2. Case constructions:

   Dative of agent.

3. Verb constructions:

Ordinary rules for the sequence of tenses.

The subjunctive:

in independent volitive (hortatory) clauses, including the negative;

in indirect questions;

in adverbial purpose and result clauses;

in relative purpose clauses;

in substantive purpose clauses (sometimes called indirect command or dependent volitive clauses);

in substantive clauses with *accidit, fit* and *efficio;*

in clauses introduced by *cum* meaning *when, since* or *although;*

in subordinate clauses in indirect discourse (to be tested only in Latin-English sentences).

The gerund and gerundive, including the use with *ad* and *causa.*

The gerundive with *sum* to express obligation or necessity.

For the vocabulary expected in connection with the requirements for Gamma, see the general statement above regarding the *Latin Word List.*

NOTE: The revised description of the Latin examinations that appears on pages 5-8 is published for the first time in this booklet. The examinations that appear below are not based on this revision. The examinations of 1970 will be.

1969

LATIN — COMPREHENSIVE EXAMINATION

TO TEACHERS USING THESE EXAMINATIONS:

1. This booklet contains three Latin examinations, representing three different levels, ALPHA, BETA, and GAMMA. The three parts of each examination level — Part I (FORMS), Part II (READING), and Part III (SENTENCES) — appear in succession: ALPHA I, II, III; BETA I, II, III; and GAMMA I, II, III. Before administering the examination, investigate the plan and organization of the entire booklet.
2. The teacher of the student should determine which level or combination of levels is appropriate for each candidate. Students who have not studied the subjunctive should not attempt Beta or Gamma. Students may attempt selected portions of the level next higher to the one which they are offering.
3. For placement in another school, the examination should be given exactly as printed, unless a special arrangement has been made between the two schools. For use within a school, the examination may be adapted to special needs by supplying vocabulary and syntactical items for students who have not covered all the requirements for a particular level of the examinations.
4. An OPTIONAL COMPREHENSION PASSAGE for GAMMA candidates appears near the end of the booklet. This can be taken either (1) in addition to the regular examination, or (2) as a substitute for a portion of the regular examination, or (3) as a separate test.
5. If the examination is being used for placement in another school, the student's teacher should communicate with his counterpart in that other school, especially if the student's course has differed in certain respects from the N. A. I. S. definition. It is important that it be agreed whether GAMMA candidates should do the translation or the comprehension passage.
6. Suggestions for the evaluation of this examination appear on the final page of this booklet.
7. Please complete and return the questionnaire promptly. Your comments on these examinations will be appreciated and given careful consideration by the Latin Committee.

DIRECTIONS TO SUPERVISORS OF THE LATIN EXAMINATION

A clock is to be visible to candidates at all times.

After the candidate has filled in the blanks on the title page, have him read the directions below silently. It will probably be necessary for the supervisor to supplement these directions by oral explanations. Then have the candidate turn to the page of the examination where he is to begin.

At the end of 30 minutes say, "Go immediately to Part II, if you have not already done so."

At the end of the next 45 minutes say, "Go immediately to Part III, if you have not already done so."

At the end of the next 45 minutes collect the papers.

DIRECTIONS TO CANDIDATES

1. The supervisor will tell you which of the three examinations you are to write, and, if you are a GAMMA candidate, whether you are to do the optional question at the very end.
2. For Part I you will have 30 minutes, for Part II 45 minutes, and for Part III 45 minutes. If you finish any part before time is called, you may go ahead, or back to an earlier part.
3. The examinations begin as follows:

   ALPHA on page 4

   BETA on page 9

   GAMMA on page 15

   OPTIONAL COMPREHENSION PASSAGE on page 22.
4. Do not open to the pages of the examination itself until the supervisor directs you to do so.

ALPHA (Two hours)

ALPHA, PART I (30 minutes)

Directions: Write the forms called for in the blank after the printed Latin word.

1. GENITIVE PLURAL of:

   magister _____

   cīvis _____

   fluctus _____

2. ACCUSATIVE SINGULAR of:

   cēna _____

   corpus _____

   diēs _____

3. NOMINATIVE PLURAL of:

   illa nāvis _____

   quod oppidum _____

4. DATIVE SINGULAR of:

   perīculum _____

   puella _____

   ea rēs _____

5. ABLATIVE PLURAL of:

   exercitus _____

   prōvincia _____

   māter _____

6. We have remained. (*maneō*) _____

   They were wishing. (*cupiō*) _____

7. She had been heard. (*audiō*) _____

   He will be absent. (*absum*) _____

8. It will have been seen. (*videō*) _____
   You (pl.) are writing. (*scrībō*) _____
9. You (sing.) will be praised. (*laudō*) _____
10. They have given. (*dō*) _____
    I shall eat. (*edō*) _____
11. Come, my son! (*veniō, meus, fīlius*) _____
12. We have been ordered. (*iubeō*) _____
    To be held. (*teneō*) _____
13. He will decide. (*cōnstituō*) _____
    To call. (*vocō*) _____
    She is being left behind. (*relinquō*) _____
14. They are flowing. (*fluō, fluere, flūxī, flūxūrus*) _____
15. He was being encircled. (*cingō, cingere, cīnxi, cīnctus*) _____
16. They will beware. (*caveō, cavēre, cāvī, cautus*) _____
17. ABLATIVE SINGULAR of *poēta audāx:* _____
18. ACCUSATIVE PLURAL of *flūmen celere:* _____
19. GENITIVE PLURAL of *septem noctēs nigrae:* _____
20. ACCUSATIVE SINGULAR of *tū:* _____

ALPHA, PART II (45 minutes)

Directions: **The translation of the following story is to be written below the Latin passage and on the page opposite.**

A Beauty Contest?

Marcus, agricola Rōmānus, in silvā post villam saepe ambulābat. Animālia avēsque amābat, et eīs cibum semper dabat. Quōdam[1] diē, ubi labōrem cōnfēcit, in novā parte silvae ambulāre cōnstituit. Subitō[2] ante eum in viā stābat vir foedissimus,[3] quī magnum gladium tenēbat. Marcus, quod in villā arma relīquerat, gravī perīculō territus est. Ex illō locō fugere temptāvit, sed timor pedēs eius cēperat nec currere poterat.

"Cūr iter meum impedīs?" inquit Marcus. "Num iniūriam tibi fēcī?"

Respondit vir inimīcus, "Tū nihil fēcistī. Ego tamen tē interficere cōnstituī.

"Cūr mē interficere cupis?" clāmāvit Marcus. "Ego tē ante hunc diem nōn vīdī."

"Vērē dīcis," respondit ille, "nam in hāc terrā aliēnus[4] sum. Cōgor tamen tē interficere. A deīs heri in somnō iussus sum eum virum interficere quī est foedior quam[5] ego. Itaque cōnsiliō deōrum in tē quem nunc invēnī impetum facere dēbeō."

"Mē igitur[6] interfice," inquit Marcus, "nam vītam nōn iam tenēre cupiō, sī foedior sum quam tū."

1 quīdam, quaedam, quoddam: a certain, one
2 subitō: suddenly
3 foedissimus, -a, -um: very ugly
4 aliēnus, -ī, m.: stranger
5 foedior quam: uglier than
6 igitur: therefore

ALPHA, PART III (45 minutes)

Directions: The Latin translation is to be written below each English sentence.

1. My father had given me similar advice.
2. Many farmers will lead these animals across the river to the mountains.
3. Whose reward was a beautiful horse?
4. The chief has remained in the camp with us for many days.
5. That day the armies could not depart because of the lack of food.
6. The city which the Gauls conquered with fire and sword has been freed.
7. The arrival of four new ships was being awaited by Caesar, the commander.
8. Because you have fought against danger with great daring, Marcus, we wish to praise you.

END OF ALPHA examination.

BETA (Two hours)

BETA, PART I (30 minutes)

Directions: Write in the blank the forms called for, using the Latin words given.

1. Come, my son! (*veniō, meus, fīlius*) _____
2. We have been ordered. (*iubeō*) _____

   To be held. (*teneō*) _____
3. He will decide. (*cōnstituō*) _____

   To call. (*vocō*) _____

   She is being left behind. (*relinquō*) _____
4. They are flowing. (*fluō, fluere, flūxī, flūxūrus*) _____
5. He was being encircled. (*cingō, cingere, cīnxī, cīnctus*) _____
6. They will beware. (*caveō, cavēre, cāvī, cautus*) _____
7. ABLATIVE SINGULAR of *poēta audāx:* _____
8. ACCUSATIVE PLURAL of *flūmen celere:* _____
9. GENITIVE PLURAL of *septem noctēs:* _____
10. ACCUSATIVE SINGULAR of *tū:* _____
11. GENITIVE SINGULAR of *ūna sagitta:* _____
12. DATIVE PLURAL of *īdem senātor currēns:* _____
13. ABLATIVE PLURAL of *ego ipse:* _____
14. ABLATIVE SINGULAR of *fortior homō nōbilis:* _____
15. NOMINATIVE SINGULAR of:

    senātibus _____

    sōle _____

    aedificī _____

16. LOCATIVE of:

Corinthus _____

Trōia _____

17. ADVERB formed from:

magnus _____

fēlīx _____

18. COMPARATIVE, GENITIVE PLURAL FEMININE of *validus:* _____

SUPERLATIVE, NOMINATIVE PLURAL NEUTER of *facilis:* _____

19. SUPERLATIVE of the ADVERB *bene:* _____

COMPARATIVE of the ADVERB *miserē:* _____

20. The following PARTICIPLES of *frangō:* _____

Future Active _____

Present Active _____

Perfect Passive _____

21. The following INFINITIVES of *sentiō:*

Present Passive _____

Perfect Active _____

Future Active _____

22. The following INFINITIVES of *loquor:*

Present _____

Perfect _____

Future _____

23. We had proceeded. (*sē cōnferre*) _____

I was returning. (*redeō*) _____

24. You (pl.) will have promised. (*polliceor*) _____

She did follow. (*sequor*) _____

Let us delay! (*moror*) _____

25. Bring back! (sing.) (*referō*) _____

She will try. (*cōnor*) _____

26. IMPERFECT SUBJUNCTIVE, FIRST PERSON PLURAL of *possum:* _____

27. PERFECT ACTIVE SUBJUNCTIVE, THIRD PERSON SINGULAR of *iungō:* _____

28. IMPERFECT SUBJUNCTIVE, SECOND PERSON PLURAL of *vereor:* _____

29. PLUPERFECT ACTIVE SUBJUNCTIVE, FIRST PERSON SINGULAR of *spērō:* _____

30. PRESENT PASSIVE SUBJUNCTIVE, SECOND PERSON SINGULAR of *ferō:* _____

BETA, PART II (45 minutes)

Directions: **The translation of the following story is to be written below the Latin passage and on the page opposite.**

The Battle of Marathon

Marathōn[1] est campus quī ab urbe Athēnīs[2] mīlia passuum vīgintī sex abest. Ibi ducēs Persārum,[3] ubi prīmum cum centum mīlibus mīlitum in Graeciam pervēnērunt ut cīvitātēs Graecōrum opprimerent, castra posuērunt. Athēniēnsēs[4] tantō perīculō perterritī nōn statim cōnstituere poterant quō modō sē dēfendere optimum esset. Nuntium tamen Spartam[5] mīsērunt ut auxilium ā Spartānīs peteret.

Domī autem ducem quendam dēlēgērunt nōmine Miltiadem,[6] quī erat maximā virtūte. Eius auctōritāte adductī, Athēniēnsēs ex urbe profectī locum castrīs idōneum quī erat Marathōnī propinquus, invēnērunt. Eō tempore, quod Spartānī morābantur, nūlla alia cīvitās Athēniēnsibus auxiliō fuit nisi Plataeēnsēs,[7] quī mīlitēs mīsērunt mīlle. Hōrum adventū erant omnīnō[8] decem mīlia armātōrum.

Legimus Graecōs posterō diē, aciē sub monte īnstructā, inter arborēs multās proelium ita commīsisse ut ipsī parte montis dēfenderentur et equitēs hostium arboribus impedīrentur. In hōc proeliō Athēniēnsēs tantō plūs valuērunt ut multō maiōrem numerum hostium superārent et sīc eōs perterruērunt ut Persae nōn castra sua, sed nāvēs peterent. Nihil usque ad[9] hoc tempus fuit hāc pugnā nōbilius; numquam enim tam parva manus tantās cōpiās oppressit.

1 Marathōn, -ōnis, f.: Marathon
2 Athēnae, -ārum, f. pl.: Athens
3 Persae, -ārum, m.: the Persians
4 Athēniēnsēs, -ium, m. pl.: the Athenians
5 Sparta, ae, f.: Sparta
6 Miltiadēs, -is, m.: Miltiades
7 Plataeēnsēs, -ium, m. pl.: the Plataeans
8 omnīnō (adv.): in all
9 usque ad: up to

BETA, PART III (45 minutes)

Directions: **The Latin translation is to be written below each English sentence.**

1. That day the armies could not depart because of the lack of food.
2. The city which the Gauls conquered with fire and sword has been freed.
3. The arrival of four new ships was being awaited by Caesar, the commander.
4. Because you have fought against danger with great daring, Marcus, we wish to praise you.
5. Three of the same boys do not yet realize how great a journey they are beginning.
6. Desirous of glory, a thousand men will soon set out to finish this very difficult task.
7. After delaying long in Rome, she wrote that she would not return to the province.
8. Having called together the citizens, the consul spoke with so much force that all were more loyal to their country than to themselves.

END OF BETA Examination.

GAMMA (Two hours)

GAMMA, PART I (30 minutes)

Directions: **Write in the blanks the forms called for, using the Latin words given.**

1. GENITIVE SINGULAR of *ūna sagitta:* _____
2. DATIVE PLURAL of *īdem senātor currēns:* _____
3. ABLATIVE PLURAL of *ego ipse:* _____
4. ABLATIVE SINGULAR of *fortior homō nōbilis:* _____
5. NOMINATIVE SINGULAR of:
   senātibus _____
   sōle _____
   aedificī _____
6. LOCATIVE of:
   Corinthus _____
   Trōia _____
7. ADVERB formed from:
   magnus _____
   fēlīx _____
8. COMPARATIVE, GENITIVE PLURAL FEMININE of *validus:* _____
   SUPERLATIVE, NOMINATIVE PLURAL NEUTER of *facilis:* _____
9. SUPERLATIVE of the ADVERB *bene:* _____
   COMPARATIVE of the ADVERB *miserē:* _____
10. Following PARTICIPLES of *frangō:*
    Future Active _____
    Present Active _____
    Perfect Passive _____
11. The following INFINITIVES of *sentiō:*
    Present Passive _____
    Perfect Active _____
    Future Active _____
12. The following INFINITIVES of *loquor:*
    Present _____
    Perfect _____
    Future _____
13. We had proceeded. (*sē cōnferre*) _____
    I was returning. (*redeō*) _____
14. You (pl.) will have promised. (*polliceor*) _____
    She did follow. (*sequor*) _____
    Let us delay. (*moror*) _____
15. Bring back! (sing.) (*referō*) _____
    She will try. (*cōnor*) _____

16. IMPERFECT SUBJUNCTIVE, FIRST PERSON PLURAL of *possum:* _____
17. PERFECT ACTIVE SUBJUNCTIVE, THIRD PERSON SINGULAR of *iungō:* _____
18. IMPERFECT SUBJUNCTIVE, SECOND PERSON PLURAL of *vereor:* _____
19. PLUPERFECT ACTIVE SUBJUNCTIVE, FIRST PERSON SINGULAR of *spērō:* _____
20. PRESENT PASSIVE SUBJUNCTIVE, SECOND PERSON SINGULAR of *ferō:* _____
21. PRESENT SUBJUNCTIVE, FIRST PERSON SINGULAR of *mālō:* _____
    PERFECT SUBJUNCTIVE, THIRD PERSON PLURAL, of *fīō:* _____
    IMPERFECT SUBJUNCTIVE, SECOND PERSON SINGULAR of *prōgredior:* _____
22. Don't be enrolled (pl.). (*nōlō, cōnscrībō*) _____
23. Think, Marcus! (*Marcus, arbitror*) _____
24. DATIVE of the GERUND of *lavō:* _____
25. GENITIVE SINGULAR FEMININE of the GERUNDIVE of *congredior:* _____
26. It will be necessary to overtake. (*oportet, cōnsequor*) _____
27. GENITIVE PLURAL of *quoddam lītus:* _____
28. ABLATIVE PLURAL of *tria mīlia:* _____
29. GENITIVE SINGULAR of *aliquī senex:* _____
30. DATIVE of *duae:* _____

GAMMA, PART II (45 minutes)

Directions: **The translation of the following story is to be written below the Latin passage and on the page opposite.**

The Fattest Lion

Erat ōlim Rōmae servus Christiānus, nōmine Geta, quī, omnium puerōrum celerrimus, cotīdiē in Campō Martiō[1] celeritātis augendae causā currēbat.

Cum Rōma igne vastāta esset, populus dolōre perturbātus dīxit Nerōnem[2] imperātōrem urbem incendisse ut carmen dē Trōiae cāsū optimum scrīberet. Ad hunc rūmōrem opprimendum, Nerō dīxit Christiānōs urbī ignem intulisse, atque cīvibus persuāsit ut illōs mortis poenae subicerent.[3] "Licet," inquit, "eōs leōnibus[4] darī." Plēbs, sanguinis semper cupida, "Christiānōs ad leōnem!" clāmāvit.

Geta, captus, ante iūdicem trāctus est, quī imperāvit ut ad leōnem iacerētur. Leō erat quīdam, maximus, fortissimus, crassissimus[5], cui Geta edendus erat.

Diē lūdōrum, in arēnam vēnit Geta quī sōlus, sine pīlō, sine scūtō cum animālī pugnāret. Mox, rugītū[6] mīrō audītō, in arēnam cucurrit leō crassissimus, quī statim Getae appropinquāvit. Fūgit Geta quam celerrimē, leōne celeriter quoque sequente. Bis circum arēnam currunt anhēlantēs[7] et Geta et leō. Tum Geta ante imperātorem ipsum lapsus[8] cadit. Omnī spē āmissā, iam moritūrus leōnis impetum exspectat. Sed leō, iam appropinquāns, subitō cecidit, corde[9] crassō cursū longō fractō, atque moriēns ante pedēs Getae iacēbat.

Populus, hōc spectāculō[10] laetissimus, "Deī iūdicāvērunt," clāmāvit. "Parce eī! Līber sit!" Nerō, recūsāre[11] nōn ausus, "Liber es," inquit; "iam abīre licet."

1 Campus Martius: The Field of Mars, originally used for military exercises and athletic sports.
2 Nerō, Nerōnis, m.: Nero
3 subiciō, subicere, subiēci, subiectus: to subject, condemn
4 leō, leōnis, m.: lion
5 crassus, -a, -um: fat
6 rugītus, rugītūs, m.: roar
7 anhēlō, -āre, -āvī, ātūrus: to pant, breathe hard
8 lābor, lābī, lapsus sum: to slip
9 cor, cordis, n.: heart
10 spectāculum, -ī, n.: spectacle, sight
11 recūsō, -āre, -āvī, -ātus: to refuse

GAMMA, PART III (45 minutes)

Directions: **The Latin translation is to be written below each English sentence.**

1. Three of the same boys do not yet realize how great a journey they are beginning.
2. Desirous of glory, a thousand men will soon set out to finish this very difficult task.
3. After delaying long in Rome, she wrote that she would not return to the province.
4. Having called together the citizens, the consul spoke with so much force that all were more loyal to their country than to themselves.
5. Although the young men have discovered strange customs there, they are willing to go on.
6. The wise old man advised us not to harm ourselves by fighting.
7. The commander sent his best troops to gain possession of the entire fortification.
8. Our leader must not lose the opportunity of bringing about the victory.

END OF GAMMA Examination.

GAMMA, Comprehension Passage (OPTIONAL) (30 minutes)

Directions: **Do not write a translation of the following story but read it carefully. Then answer in English the English questions below. The answers to the questions must be contained in the story.**

Themistocles Forces a Battle

Tum, Thermopylīs[1] expugnātīs, celeriter Athēnās accessit Xerxēs, rēx Persārum. Hoc oppidum, nūllīs dēfendentibus, interfectīs cūstōdibus quōs in arce[2] invēnerat, incendiō vastāvit. Cuius flammā perterritī nautae cēterārum urbium cum manere nōn audērent et plūrimī hortārentur ut domum redīrent moenibusque suīs sē dēfenderent, Themistoclēs, dux Athēniēnsium[3], eīs restitit. Dīxit eōs dispersōs peritūrōs[4] esse sed ūniversōs[5] vincere posse.

Eō tempore cum Eurybiadī[6], quī omnibus Graecīs praeerat, persuadēre nōn posset ut pugnāret, noctū Themistoclēs ūnum dē servīs suīs ad rēgem barbarōrum mīsit quī eī nuntiāret hostēs in fugā esse. Ille monuit Xerxem impetum in classem hostium statim eī faciendum esse quod exīstimāret Persās nunc omnēs Graecōs in ūnō locō opprimere posse. Hāc rē audītā, Xerxēs postrīdiē[7] aliēnissimō sibi locō in tam angustō[8] marī pugnāvit ut multitūdō nāvium Persārum explicārī[9] nōn posset. Itaque victus est magis etiam cōnsiliō Themistoclis quam armīs Graecīs.

1 Thermopylae, -ārum, f. pl.: Thermopylae, site of a Greek defeat in the Persian War
2 arx, arcis, f.: citadel
3 Athēniēnsis, -is: Athenian
4 pereō, perīre, periī, peritūrus: to perish
5 ūniversī, -ae, -a: all together
6 Eurybiadēs, -is, m.: Eurybiades, a Spartan King
7 postrīdiē (adv.): on the next day
8 angustus, -a, um: narrow
9 explicō, 1: to maneuver

1. After what achievement did Xerxes move on Athens?
2. How did Themistocles force the two sides into battle?
3. Why did Themistocles have to resort to this procedure in order to start the battle?
4. Why could Xerxes take the citadel of Athens with ease?

5. What was the disadvantage of the Persians in the battle engineered by Themistocles?

6. When Xerxes attacked Athens, how did the Greek sailors react, and what did they suggest?

END OF COMPREHENSION PASSAGE

Suggestions for Evaluating the Paper

It is understood that each school will evaluate this paper as it sees fit. However, the examiners suggest the following plan:

(1) In PART I, ALPHA, each item (45 in all) counts ⅔ point; the score may be determined by multiplying the number of right answers by ⅔. Maximum credit is 30 points.

In PART I, BETA and GAMMA, each item (60 in all) counts ½ point; the score is determined by dividing the number of right answers by 2. Maximum credit is 30 points.

(2) In PART II each passage is valued at 40 points, which is maximum credit at each level.

(3) In PART III the maximum credit at each level is 30 points.

Maximum Credits	I (30)	II (40)	III (30)	Total (100)

LATIN EXAMINATION

IMPORTANT: This sheet is for the SCORER ONLY

Suggested Scoring System for Passages in Part II

The Latin Committee has prepared the following scoring key for the translation passages in Part II. It should be kept in mind that this is merely a suggested system and that each reader may use it as he sees fit.

100 points each have been assigned to ALPHA and GAMMA, 80 points to BETA. Every sentence has been scored separately on the basis of the vocabulary and syntactical elements involved, and the value has been indicated by a number at the end of the sentence. The figures in the margin show the points per paragraph.

1. ALPHA PASSAGE

A Beauty Contest?

Marcus, agricola Rōmānus, in silvā post villam saepe ambulābat.[4]/ Animālia avēsque amābat, et eīs cibum semper dabat.[4]/ Quōdam diē, ubi labōrem cōnfēcit, in novā parte silvae ambulāre cōnstituit.[9]/ Subitō ante eum in viā stābat vir foedissimus, quī magnum gladium tenēbat.[8]/ Marcus, quod in villā arma relīquerat, gravī perīculō territus est.[7]/ Ex illō locō fugere temptāvit, sed timor pedēs eius cēperat nec currere poterat.[10]/ 42

"Cūr iter meum impedīs?" inquit Marcus.[4]/ "Num iniūriam tibi fēcī?"[4]/ 8

Respondit vir inimīcus, "Tū nihil fēcistī.[3]/ Ego tamen tē interficere cōnstituī.[3]/ 6

"Cūr mē interficere cupis?" clāmāvit Marcus.[3]/ "Ego tē ante hunc diem nōn vīdī."[3]/ 6

"Vērē dīcis," respondit ille, "nam in hāc terrā aliēnus sum.[5]/ Cōgor tamen tē interficere.[3]/ A deīs heri in somnō iussus sum eum virum interficere quī est foedior quam ego.[11]/ Itaque cōnsiliō deōrum in tē quem nunc invēnī impetum facere dēbeō."[8]/ 27

"Mē igitur interfice," inquit Marcus, "nam vītam nōn iam tenēre cupiō, sī foedior sum quam tū."[11]/ 11

Total 100

2. BETA PASSAGE

The Battle of Marathon

Marathōn est campus quī ab urbe Athēnīs mīlia passuum vīgintī sex abest.[5]/ Ibi ducēs Persārum, ubi prīmum cum centum mīlibus mīlitum in Graeciam pervēnērunt ut cīvitātēs Graecōrum opprimerent, castra posuērunt.[9]/ Athēniēnsēs tantō perīculō perterritī nōn statim cōnstituere poterant quō modō sē dēfendere optimum esset.[7]/ Nuntium tamen Spartam mīsērunt ut auxilium ā Spartānīs peteret.[5]/ 26

Domī autem ducem quendam dēlēgērunt nōmine Miltiadem, quī erat maximā virtūte.[6]/ Eius auctōritāte adductī, Athēniēnsēs ex urbe profectī locum castrīs idōneum quī erat Marathōnī propinquus, invēnērunt.[8]/ Eō tempore, quod Spartānī morābantur, nūlla alia cīvitās Athēniēnsibus auxiliō fuit nisi Plataeēnsēs, quī mīlitēs mīsērunt mīlle.[8]/ Hōrum adventū erant omnīnō decem mīlia armātōrum.[3]/ 25

Legimus Graecōs posterō diē, aciē sub monte īnstructā, inter arborēs multās proelium ita commīsisse[8]/ ut ipsī parte montis dēfenderentur et equitēs hostium arboribus impedīrentur.[6]/ In hōc proeliō Athēniēnsēs tantō plūs valuērunt ut multō maiōrem numerum hostium superārent et sīc eōs perterruērunt ut Persae nōn castra sua, sed nāvēs peterent.[9]/ Nihil usque ad hoc tempus fuit hāc pugnā nōbilius;[3]/ numquam enim tam parva manus tantās cōpiās oppressit.[8]/ 29

Total 80

3. GAMMA PASSAGE

The Fattest Lion

Erat ōlim Rōmae servus Christiānus, nōmine Geta, quī, omnium puerōrum celerrimus, cotīdiē in Campō Martiō celeritātis augendae causā currēbat.[10]/ 10

Cum Rōma igne vastāta esset, populus dolōre perturbātus dīxit Nerōnem imperātōrem urbem incendisse ut carmen dē Trōiae cāsū optimum scrīberet.[10]/ Ad hunc rūmōrem opprimendum, Nēro dīxit Christiānōs urbī ignem intulisse, atque cīvibus persuāsit ut illōs mortis poenae subicerent.[10]/ "Licet," inquit, "eōs leōnibus darī." Plēbs, sanguinis semper cupida, "Christiānōs ad leōnem!" clāmāvit.[10]/ 30

Geta, captus, ante iūdicem trāctus est, quī imperāvit ut ad leōnem iacerētur.[5]/ Leō erat quīdam, maximus, fortissimus, crassissimus, cui Geta edendus erat.[5]/ 10

Diē lūdōrum, in arēnam vēnit Geta quī sōlus, sine pīlō, sine scūtō cum animālī pugnāret.[5]/ Mox, rugītū mīrō audītō, in arēnam cucurrit leō crassissimus, quī statim Getae appropinquāvit.[5]/ Fūgit Geta quam celerrimē, leōne celeriter quoque sequente. Bis circum arēnam currunt anhēlantēs et Geta et leō.[5]/ Tum Geta ante imperātorem ipsum lapsus cadit.[5]/ Omnī spē āmissā, iam moritūrus leōnis impetum exspectat.[5]/ Sed leō, iam appropinquāns, subitō cecidit, corde crassō cursū longō fractō, atque moriēns ante pedēs Getae iacēbat.[15]/ 40

Populus, hōc spectāculō laetissimus, "Deī iūdicāvērunt," clāmāvit.[4]/ "Parce eī! Līber sit!" Nerō, recūsāre nōn ausus, "Liber es," inquit; "iam abīre licet."[6]/ 10

Total 100

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